

as gain valuable international experience and the awareness of world standards. For the hospitality students in Ukraine the latter is of special value, as the industry in its attempts to meet the challenging and sophisticated tourists' demands should take into consideration world modern trends and learn from the best examples of creativity and excellence.

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RAISING THE LEVEL OF ENJOYABILITY IN THE PROCESS OF STUDYING

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What can a teacher do to make studying more enjoyable? One of the most frequent question a teacher can face in his/her career. This paper will present some of the techniques which can help a teacher to raise the level of enjoyability in his/her class.

A popular saying says "There is no gain without pain" meaning that you have to work hard and often go through subsequent difficulties to reach your goals. They say that of the two paths, the path of pleasure and the path of pain, the latter is faster. Personal suffering and tragedy causes us to look beyond the concerns of our everyday life and consider larger questions. The path of pleasure also works but slower. Dr. Stephen Krashen, expert in the field of linguistics University of Southern California says that in literacy and language development, however, only the path of pleasure works. In his opinion what is good for language development and literacy development is perceived to be pleasant by the acquirer and the teacher. His pleasure hypothesis does not say that anything students enjoy is beneficial. It says that if an activity is good for language and literacy development, then the activity is pleasurable.

A Venetian scholar Paola E. Balboni has elaborated a model that analyses the motivation for studying in general, not only languages. That model is essentially based on three possible activating factors: duty, need, and pleasure.

Balboni says that “pleasure” is not only a pleasant feeling or emotion but also a gratification of a cognitive need and of a desire for participation, the pleasure of making new experiences, the pleasure of a challenge, the pleasure of systematizing knowledge by making it into a personal competence.

In negative emotional situations such as pressure, discomfort, fear, anxiety there is the formation of a chemical mechanism that stops the production of adrenalin, which is a neurotransmitter that favours memorization, a key chemical to make our memory strong and lasting.

Mario Cardona, a scholar from Venice, writes that this negative phenomenon occurs, when stress is not positive. In this case a steroid hormone, called the stress hormone is produced, that prepares the body to react to difficult situations. Controlling the production of such a hormone is the palatin tonsil, that in a stressful situation signals for an increased production of this hormone, which eventually reaches the hippocampus and the prefrontal cortex of the brain.

In such stressful for learners situations as tests, examinations, etc there is a conflict between the palatin tonsil, which requests more introduction of the hormone into the blood to cope with the situation, and the hippocampus, that instead tries to regulate the quantity of it. If the situation continues, the hippocampus’s control functions cannot work properly, nor can it carry out its normal tasks. The hippocampus is the appointed area for long-term memory.

J.H. Schumann in *The Neurobiology of Affect in Language* (1997) asserts that no cognitive process is generated without an emotional process being generated first and that also from the neurobiological point of view the pleasant emotion plays a fundamental role in the activation of the cognitive processes that permits the stable and durable acquisition of information.

It is believed that pleasure is the best state of mind for a stable and durable way to learn a language. Italian educationalists Caon F., Rutka S. present the methodological proposal called the playful Language Teaching Method (LTM) that translates into practice both the presuppositions and the purposes of the humanistic (affective and functional) and communicative approach, and the presuppositions and purposes of socio-cultural constructivism. The key thing of the playful LTM is the game.

To avoid falling into dangerous prejudicial visions wherein the game at school is a moment of relaxation to be put before the “serious” learning moment, it is fundamental first of all to differentiate a free game (practiced by the students in a extra scholastic or non-controlled environment) and didactic game (proposed by the teacher in the context of learning).

Two other terms were introduced by the educationalist, Aldo Visalberghi (1980): playful activity (corresponding to free game) and playful-like activity (corresponding to didactic game).

The “purpose” of the game does not correspond with the end of the activity: in the didactic game it consciously achieves a purpose that is beyond the game itself.

Therefore, as one more representative of the Italian school G. Staccioli says, playful-like activities are “intentionally built to give an amusing and pleasant shape to certain forms of learning”.

Mario Polito believes that “the game has enormous educative potentialities that facilitate learning and socialization. The game ignites the enthusiasm, fires the interest, primes the involvement, favours social activities, increases expression, stimulates learning.

Considering the frequent and almost spontaneous association of the game with childhood, it seems important to us to deconstruct this prejudice (that is, that the playful activity belongs only to infancy and/or that the didactic game can be practiced solely in the primary school) and expand the horizon of the playful LTM in order for it to be proposed to adolescents and adults alike, with the obvious differentiations in the modalities and in the activities themselves in accordance with the age of the player.

“The adolescent student often does not accept activities perceived as too infantile, or of little significance, that frustrate his intellectual capacities because they are cognitively too simple. Thus, the objective is to encourage students to experience this pleasure through challenging activities (for instance, problem solving or certain creative activities where their talents are valorised) and to encourage intellectual and emotive understanding through feedback, through post-experiential discussion.

Attending to the pleasure in its various possible declinations has always been at the centre of the concerns of the Venetian school: Titone, in his studies, often refers to the pleasure of the systematisation of new information in the cognitive structure of the learner; Freddi speaks of the pleasure that is awoken by satisfying curiosity and by recognizing cultural variance; Balboni, equally interestingly, dwells upon the pleasure of intellectual challenge. Therefore, the activities being proposed must be playful, defined thus far as pleasurable and also challenging in a cognitive sense, so as to initiate a desire to surpass oneself, to embark upon challenging oneself prior to any challenge directed at others.

One more activity which can promote pleasure of studying can be reading. As many researches show learners prefer free reading to traditional language instruction. Self-selected voluntary reading can be very efficient in this case because learners are given a choice, they can read whatever they like and whatever they want, they often even get addicted to it because they do enjoy it, they do enjoy reading.

Dr Krashen mentions a number of case histories when adult second language acquirers made impressive progress in English as a second language simply by reading books. Many studies made in Asia provide consistent results showing that self-selected reading raises the learners language levels. Students in classes where reading was encouraged outside the class did better than other comparison groups.

It should be noted that when we understand what we read or listen to, and we're relaxed and feeling good about ourselves, we acquire, or pick up, more language. Learners find reading pleasant when they can find interesting and comprehensible reading material. To cut it short, we can say that if English reading and listening gives us pleasure, it's helping us acquire more English. So, one of the

keys, or secrets, to improving our English is to read and listen to books, articles, and podcasts that give us pleasure.

One of the types of reading which can be applied to free voluntary reading is the so called junk reading. It is a kind of fun and entertaining light reading that does not require a dictionary. It involves reading in large quantities, and it is considered to be more valuable than serious reading in small quantities. The materials should be almost 100% comprehensible, so learners can focus on the content rather than separate words.

Self-selected free reading cannot substitute traditional language instruction, it is not enough to guarantee students' reaching higher levels of competence in another language but is a great tool on the way to mastering foreign languages. Moreover one will definitely find this path rather pleasant.

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TEACHING WITH SMRT

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Teaching with technology isn't just about staying current on the latest tools, it's about knowing how to successfully incorporate the best tools into your teaching when and where it makes sense. However, technology is already integrated in nearly everything we do and nearly every job our students will encounter. Technology is a literacy that is expected in higher education and in our economy. It is a universal language spoken by the entire world, regardless of the profession.

The landscape of ESL teaching has changed dramatically over the past 5 years or so, and CCEL is in the forefront of this exciting change in the way students are learning.